

Strategic management of the quality of students' knowledge at Abai university in the Republic of Kazakhstan

Abstract. *In this paper, the authors consider the strategic management of students' knowledge quality in a modern RK higher education institution by the example of KazNPU. It is worth noting that today a modern competitive university should have a well-established, effective system of strategic management of the quality of future specialists' training, including new organizational and methodological approaches. The authors have identified the main elements of strategic management of students' knowledge quality in KazNPU. Also, the authors conducted a questionnaire via google survey regarding the study of strategic management of the quality of knowledge of students taking place in KazNPU. The purpose of this study is to assess the strategic management of the quality of students' knowledge in a modern university. It was found that during the analysis, the strategic management of the quality of students' knowledge has a fairly positive rating and ranges from 6.1 to 9.2 points. In general, it can be determined that the information work that supports the learning process is rated quite high at all institutes. It is also worth noting that of the proposed areas of work organization within the educational process, the lowest score from the students were such as the provision of the base of practice, accessibility and schedule of the digital service centre for students: printing, copying) and convenience of the schedule of classes. Thus, the authors pointed out that it is necessary to apply innovative methods for the development of strategic management of students' knowledge quality in higher education institution so that students use the acquired skills and knowledge in their professional activities in cost-effective branches of science.*

Keywords: *quality management, knowledge, students, university, education sector.*

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Introduction

In the current development phase, universities are concentrating on the problem of how to impart high-quality knowledge to students. A modern competitive university should have a well-functioning, effective system of strategic management of the quality of education of future professionals, which includes new organizational and methodological approaches. Therefore, from a methodological point of view, determining the quality of knowledge of students should be considered a feature of the educational process and its outcome, which is important not only for the educational system, but also for the development of society as a whole. In this context, the concept of the quality of student knowledge can be defined as a complex construct that takes all objective and subjective characteristics into account¹.

Nowadays, the problem of management of the quality of student education in a modern university as a whole is an important part of any strategic educational program and cannot be

considered in isolation outside the context of the general problem of management of the quality of education. In this context, there is an “urgent” need to analyze the various management approaches developed in domestic theory and practice for the strategic management of information quality in universities². It should be noted that one of the main tasks on the path of modernization of Kazakh universities is the training of specialists who will meet the requirements of the dynamic development of society, who will be able to think creatively, adapt to changing conditions and make effective decisions. All this reflects the trend of effective management of the quality of student knowledge in a modern Kazakh university, which ultimately determines the choice and relevance of the research topic.

Materials and methods

Development of a strategic management system for the quality of student learning is of particular importance in modern universities because the quality of education in modern society is crucial for training of a competitive specialist, optimisation of the management of the educational process and access to the international market for educational services.

The multidimensionality of the problem requires the involvement of different scientific fields – economic theory, management, mathematical statistics, sociology. Methodological and theoretical foundations of the research at the general level of economics are discussed by the founders of human capital theory - G. Becker, M. Bowman, M. Blaug, V. Bowen, B. Weisbrod, D. Vasi, E. Denison, D. Kendrick, F. Mahlup, D. Mincer. At the level of management theory, some aspects of the problem have been studied by A. Aganbegyan, V. Baidenko, S. Bogomolov, O. Vihanska, T. Voronina, A. Dzhurinsky, V. Zakharov, L. Jevenko, V. Kalny, V. Kachalov, E. Korotkov, V. Nuzhny, V. Yevgeny and other authors. Korotkov, V. Nuzhdin, V. Popov, M. Potashnik, N. Selezneva, A. Subetto, S. Filonovich, S. Shishov, as well as C. Argyris, D. Arcaro, B. Ward, E. Deming, M. McGill, S. Maisel, D. Ritter, D. Selzer, D. Slocum, P. Senge.

Foreign researchers identify the following strategic principles for managing the quality of student learning:

- University strategic unity;
- Continuous improvement;
- Linking strategic planning to the quality assessment process and its results;
- The university's capacity to change [3].

The following research methods were used: theoretical analysis of the research problem based on the study of domestic and foreign literature; generalization of the theoretical framework of the research problem; diagnostics of educational quality: a survey using google survey; statistical methods in processing the results of the study.

Results and discussion

The quality of student learning in higher education is currently being discussed in the European Higher Education Area. In 2005, the European Standards and Recommendations for Quality Assurance in the European Higher Education Area were adopted.

Modern universities are in times of quality revolution, which requires the development of a fundamentally new model of quality management in education.

According to foreign researchers, quality is a transformation, i.e. a radical change that occurs through continuous partial changes to achieve improvement.

Domestic scientists interpret quality as a set of characteristics that fully meet the needs and requirements of society [1].

An analysis of the existing quality management systems for the training of specialists in universities has shown that universities do not pay enough attention to the strategic and tactical principles that should underlie the modernization of the quality management system of educational programs at three levels: institutional; Program; Teaching and Learning [2].

Foreign researchers distinguish the following strategic principles of education quality management.

- Strategic Alliance of Universities;
- Continuous improvement;
- Linking strategic planning to the quality assessment process and its outcomes;
- Ability of the university to change the formation [3]. It should be noted that each of these principles determines the effectiveness of quality management in education. Let's take a closer look at each principle.

The principle of strategic coherence means that universities should become strategically oriented, learning outcomes-oriented institutions. This means that all individual strategies (teaching-learning strategy, curriculum quality assurance strategy, teachers' individual learning outcomes strategies, etc.) must be integrated into the university strategy. With this approach, the quality assurance of educational offers goes beyond the measurement of the program quality and becomes a systemic, systematic and targeted evaluation of the university.

The principle of continuous improvement determines effectiveness of the quality system – the ability to continuously improve and change accordingly in order to improve the quality of education. At the same time, benchmarking creates the basis for the effectiveness of the quality system, which represents a guideline for the strategic orientation of quality assurance processes in higher education [2].

The principle of linking strategic planning with the processes and results of quality assessment shows the dependency of university results on strategic planning.

Strategic planning is based on:

1) The environment analysis allows you to properly define the mission to formulate strategies. This analysis proceeds in three directions:

- Macro-ecological analysis: general economic development; availability of an adequate basis for strategic planning; sociocultural level;
- Social development; Development of information and communication technologies; development of logistics, etc.;
- Analysis of competitors in the industry;
- Analysis of the internal environment: includes the identification of human resources, their professional qualifications, professional development opportunities for promising employees, identification of research areas, identification of problems in logistics, finance, marketing services, organizational culture of the university.

2) Defining the mission and goals is the main process of strategic planning.

The mission shows perspectives for the development of the university on different levels. Goals are defined in the following areas: market position, innovation, personnel, resources, profitability, management issues.

3) Choice of strategy. In order to determine the strategy, it is necessary to diagnose the institution's activities, identify its competitive advantages and conduct market research. Strategic planning is characterized by monitoring external threats and identifying the organization's strengths and weaknesses, conducting a SWOT analysis and providing a clear focus on the future.

The National Development Plan of the Republic of Kazakhstan until 2025 assigns a systemic and priority role to the education sector in the modernization of the economic and social sphere and the development of civil society.

This document aims to improve the quality of education outcomes, increase access to quality education, strengthen science-industry ties, penetrate the global science space, and introduce advanced indigenous scientific and technological solutions to the manufacturing sector. The National Development Plan also aims to expand the development of "silver universities" and "cumulative degrees" that allow citizens to obtain certified courses at a cost-effective pace [4].

Therefore, it is especially important to emphasize the effective and appropriate strategic management of student information quality in a modern higher education institution of the Republic of Kazakhstan.

Improving the quality of strategic management of student knowledge in KazNPU is today the top priority of the university. As part of the reforms of the educational system in Kazakhstan, transformative changes are taking place, which require rapid adaptation of the educational system to new conditions.

In order to fully ensure the strategic management of the quality of student knowledge, KazNPU has the following structures and regulations as shown in Figure 1.

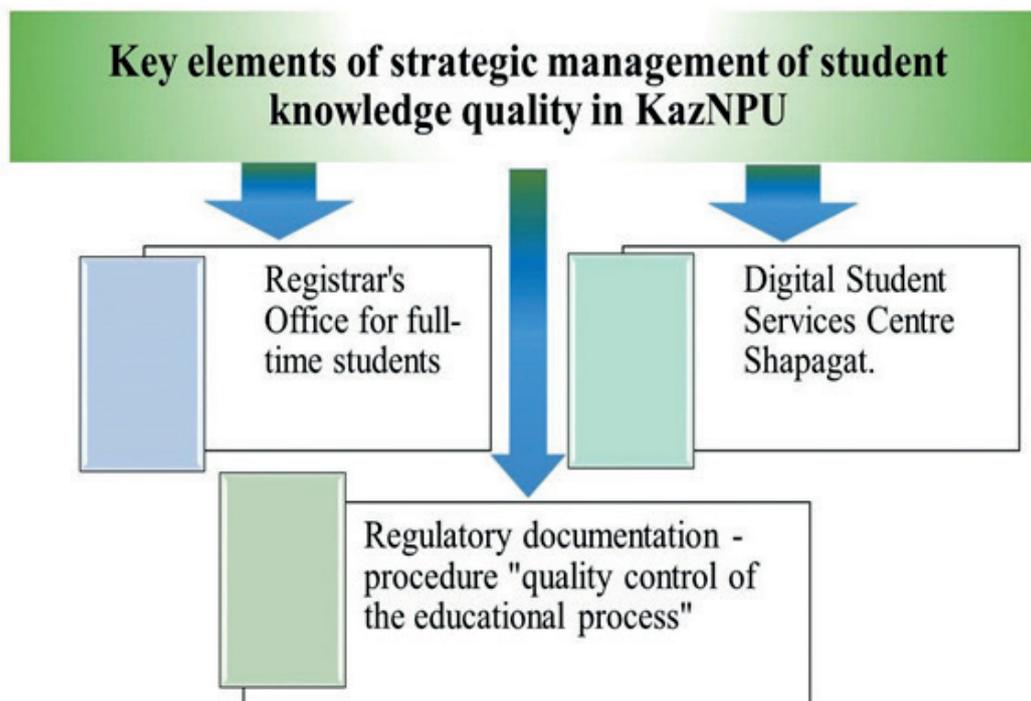


Figure 1. Key elements of strategic quality management of information support for students at Abai Kazakh National Pedagogical University, Kazakhstan

According to Figure 1, the full-time student registration department, which monitors compliance with academic rules and procedures, ensures the organization of information control, the consideration of the entire course of progress and the calculation of the academic evaluation of full-time students;

Center of digital services for students «Shapagat». Its main task is to provide services for students (bachelor, master, doctoral) in the educational, administrative, social and youth sectors according to the «one-stop-shop» principle.

Regulatory documentation is a «quality control of the educational process» procedure designed to control the quality of the educational process of students, etc. [5; 6; 7; 8].

All this makes it possible to conduct a qualitative analysis aimed at studying the internal process of formation of the quality of students' knowledge and interaction with the external environment.

We conducted a Google survey to examine the strategic quality management of student information provision that takes place at Abai Kazakh National Pedagogical University, Kazakhstan. The aim of this study is to evaluate the strategic management of the quality of information support for students in a modern university.

The total population is 842 people. The sample population is 132 students, giving a 95% confidence level and a 5% sampling error. The scanning scheme is stepwise (step 6).

The student survey was conducted for a month and its results form the basis for strategic decisions on corrective actions to control the quality of work with students at Abai Kazakh National Pedagogical University, Kazakhstan

Analysis of the quality of strategic management of student information in KazNPU showed a fairly positive rating in the range from 6.1 to 9.2 points. The timing of the session, the rating information system, the availability of electronic information resources and information on recommendations on new topics satisfy almost all university students. In general, it can be said that the information work providing the educational process is rated quite highly in all universities - MEPhI, IPiP, Historical and Legal, Natural Geographic and others. Among the suggested areas for work organization, students rated the provision of premises for internships, the availability and timing (printing, copying) of the digital student service center Shapagat, and the relevance of the curriculum as the lowest rated.

Based on the Balanced Scorecard, «educational traffic lights» can be used, which are a series of key criteria that determine the quality of the educational process, normalized as a percentage or university average.

They are the basic parameters of the information system with green, yellow and red indicators, which get their color depending on the achievement of critical values the balanced indicators of the educational process [6, p. 218]. Depending on the thresholds (“critical”) developed by the university, decisions are made about the strategic management of the quality of student education.

The quality of the educational process is determined by many components that are implemented in the training of qualified personnel. The use of different forms of education enables a comprehensive implementation of the educational process. According to the participants, the most effective forms are still seminars, lectures and writing theses. These forms contribute to the development of professional vocabulary, professional skills, the practical application of acquired knowledge, the acquisition and development of team skills, the acquisition of organizational skills, the development of personal self-organization and the improvement of one’s educational and cultural activities. even.

One of the key indicators of the quality of education is the possibility of employing specialists. The study showed that 27.4% of students in grades 2-4 are employed and 1/4 of them work in their specialty. The desire for independence and the acquisition of professional skills acquired through education should contribute to improving the quality of training. The majority of working students (62%) confirm that they actively use the knowledge and skills they have acquired at university in their work. Therefore, it is necessary to apply innovative methods for the development of strategic management of the quality of student knowledge in higher education institutions, so that students can use the acquired skills and knowledge in their professional activities in low-cost scientific fields [9; 10].

Conclusions

An analysis of foreign and domestic research shows that the most appropriate methodological approach is strategic management, which makes it possible to develop a unified strategy and tactics for planning, designing and assessing the expected learning outcomes. All areas of the educational process were rated at a fairly high level. At the same time, the study revealed problems such as the lack of effectiveness of the digital student service center Shapagat in providing the basic principles of implementation. Solving and activating these problems in key areas of the educational process will raise the level of strategic management of the quality of student learning.

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Қазақстан Республикасындағы Абай атындағы ҚАЗҰПУ студенттерінің білім сапасын стратегиялық басқару

Аңдатпа. Бұл мақалада авторлар ҚазҰПУ мысалында ҚР қазіргі жоғары оқу орнындағы студенттердің білім сапасын стратегиялық басқаруды қарастырады. Айта кету керек, қазіргі заманғы бәсекеге қабілетті жоғары оқу орнында жаңа ұйымдастырушылық және әдістемелік тәсілдерді қамтитын болашақ мамандарды даярлау сапасын стратегиялық басқарудың тиімді жүйесі болуы тиіс. Авторлар ҚазҰПУ-дағы студенттердің білім сапасын стратегиялық басқарудың негізгі элементтерін атап өтті. Сондай-ақ, авторлар ҚазҰПУ-да болып жатқан студенттердің білім сапасын стратегиялық басқаруды зерделеуге қатысты google-сауалнама арқылы сауалнама жүргізді. Бұл зерттеудің мақсаты – қазіргі университеттегі студенттердің білім сапасын стратегиялық басқаруды бағалау. Тапдау барысында студенттердің білім сапасын стратегиялық басқарудың оң бағасы бар және 6,1-ден 9,2 балға дейін өзгеретіні анықталды. Жалпы, оқу процесін қамтамасыз ететін ақпараттық жұмыс барлық институттарда өте жоғары бағаланатынын анықтауға болады. Сондай-ақ, білім беру үдерісі шеңберінде жұмысты ұйымдастырудың ұсынылған бағыттарының ішінен студенттер тарапынан практикадан өту базасымен қамтамасыз ету, студенттерге қызмет көрсетудің цифрлық орталығының қолжетімділігі мен жұмыс кестесі: басып шығару, көшіру) және сабақ кестесінің ыңғайлылығы сияқты ең төмен баға алынғанын атап өткен жөн. Осылайша, авторлар студенттердің алған дағдылары мен білімдерін ғылымның экономикалық тиімді салаларында кәсіби қызметінде пайдалану үшін университетте студенттердің білім сапасын стратегиялық басқаруды дамыту үшін инновациялық әдістерді қолдану қажет екенін атап өтті.

Түйін сөздер: сапаны басқару, білім, студенттер, ЖОО, білім беру секторы.

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Стратегическое управление качеством знаний студентов КАЗНПУ имени Абая в Республике Казахстан

Аннотация. В данной статье авторами рассматривается стратегическое управление качеством знаний студентов в современном вузе РК на примере КазНПУ.

Следует отметить, что сегодня современный конкурентоспособный вуз должен иметь отлаженную, эффективную систему стратегического управления, включающую новые организационно-методические подходы, качеством подготовки будущих специалистов. Авторы определили основные элементы стратегического управления качеством знаний студентов КазНПУ. Также авторы провели опрос посредством google-опроса по исследованию стратегического управления качеством знаний студентов, проводимому в КазНПУ. Целью данного исследования является оценка стратегического управления качеством знаний студентов в современном университете. Выяснилось, что в ходе анализа стратегическое управление качеством знаний студентов имеет достаточно положительное значение и колеблется в пределах от 6,1 до 9,2 балла.

В целом можно определить, что информационная работа, обеспечивающая образовательный процесс во всех учреждениях, высоко ценится. Также следует отметить, что среди предложенных направлений организации работы в рамках учебного процесса наименее оцененными студентами оказались обеспечение базы для практики, доступность цифрового центра обслуживания студентов, график работы (распечатка, ксерокопирование) и гибкость расписания занятий. Таким образом, авторы отмечают необходимость применения инновационных методов для развития стратегического управления качеством знаний студентов в вузе, чтобы студенты эффективно использовали полученные навыки и знания в своей профессиональной деятельности в областях науки.

Ключевые слова: управление качеством, знания, студенты, вуз, образовательный сектор.

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